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ABSTRACT

The concept outlines included in this study guide were used as the basis for development of examinations for Academic Decathlon programs at the local, state and national levels. The subject areas covered are: Economics; Fine Arts (Visual Art, Music); Language and Literature; Mathematics (General Math, Algebra, Geometry, Calculus); Science; Social Science (The Great Depression and the New Deal, 1929-1938); Super Quiz (Ancient Olympic Games and selected modern Olympiads); and Communication Skills (Speech, Interview, Essay). (BW)

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STUDY GUIDE

ED249227

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for the 1983-1984 Academic Decathlon Programs

INTRODUCTION/INDEX

The concept outlines included in this study guide will be used as the basis for development of examinations for Academic Decathlon programs at the local, state and national levels.

If you have specific questions about an outline, please contact the person whose name appears with the subject area listed below. Questions of a general nature should be directed to the Special Projects Office at the Orange County Department of Education (whose number also appears below).

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ECONOMICS

DESCRIPTION AND OPERATION OF THE FREE ENTERPRISE SYSTEM IN THE UNITED STATES

ECONOMIC HISTORY OF THE UNITED STATES (1900-Present)

THE PRINCIPLE OF SUPPLY AND DEMAND

INTERNATIONAL ECONOMICS

Limited to:

- *International Trade
- *Balance of Payments
- *Multi-National Corporations

COMPARATIVE ECONOMIC SYSTEMS

- *Capitalism vs. Socialism vs. Communism

THE MONETARY SYSTEM IN THE UNITED STATES

- *Major emphasis on the role of the Federal Reserve

MAJOR ECONOMIC ISSUES OF 1983

- *As reported in national periodicals (April, 1983 - July, 1983 issues)

Limited to:

Business Week, Newsweek and Time

FINE ARTS

VISUAL ART

MEANING AND FUNCTION OF THE ELEMENTS OF DESIGN

This will include an understanding of atmospheric and linear perspective and basic color theory and will also be limited to:

- *Line
- *Color
- *Value
- *Shape
- *Texture
- *Space

HISTORICAL/CULTURAL DEVELOPMENT OF THE ART OF ANCIENT EGYPT AND THE ART OF CLASSICAL GREECE AND ROME

MAJOR ART WORKS AND ARTISTS OF THE ITALIAN RENAISSANCE

MAJOR ART WORKS AND ARTISTS OF THE IMPRESSIONIST, POST-IMPRESSIONIST AND CUBIST PERIODS

CONTEMPORARY ART MOVEMENTS

- *Abstract Expressionism
 - *Surrealism
 - *Superrealism
 - *Pop
 - *Op
 - *Conceptual Art
- *Major artists and works of the above movements should also be noted

CONTRIBUTIONS TO THE VISUAL ARTS MADE BY THE CULTURES OF JAPAN, PRE-COLUMBIAN MEXICO AND TRIBAL AFRICA

BASIC ART PROCESSES AND TECHNIQUES INVOLVED IN SCULPTURE AND PRINTMAKING

MUSIC

UNDERSTANDING OF THE ELEMENTS OF MUSIC

- *Simple Theory
- *Form
- *Texture
- *Tempo
- *Timbre
- *Harmony
- *Dynamics
- *Notation
- *Pitch

KNOWLEDGE OF SIMPLE MUSIC TERMS

(continued on the next page)

FINE ARTS (continued)

MUSIC (continued)

KNOWLEDGE OF MUSICAL INSTRUMENT FAMILIES

- *Strings
- *Woodwinds
- *Brass
- *Percussion
- *Keyboard

HISTORICAL PERSPECTIVES OF MUSIC

The Origin and Development of:

- *Symphonic Orchestra
- *Madrigal
- *Opera
- *Musical Comedy
- *Jazz
- *Ballet

Knowledge of Major Classical Composers in Europe and the United States - Their Styles of Composition and Major Works in Each of the Following Historical Eras:

- *Renaissance
- *Baroque
- *Classic
- *Romantic
- *Impressionistic
- *Contemporary

The Relationship Between Art, Music, Literature, Drama and Politics of Each of the Historical Eras Listed Above

LANGUAGE AND LITERATURE

LANGUAGE SECTION

SENTENCE STRUCTURE WILL BE LIMITED TO:

- *Sentence Completeness
- *Coordination and Subordination of Ideas
- *Pronoun Reference
- *Placement of Modifiers
- *Parallel Structure
- *Effective Diction

SPELLING

USAGE

- *Appropriateness and Correctness of Language

LITERATURE SECTION (Local and State Programs Only)

NOVELS

- *Mayor of Casterbridge. Thomas Hardy.
- *My Antonia. Willa Cather

POETRY

Poems of Robert Frost. Selections will be limited to:

- *"Death of the Hired Man"
- *"Fire and Ice"
- *"The Road Not Taken"
- *"Stopping by Woods on a Snowy Evening"
- *"Birches"
- *"Out, Out--"

LITERATURE SECTION (National Program Only)

NOVEL

- *Grapes of Wrath. John Steinbeck

POETRY

Poems of Emily Dickinson. Selections will be limited to:

- *"A Narrow Fellow in the Grass"
- *"Because I Could Not Stop for Death"
- *"This is My Letter to the World"
- *"I Never Saw a Moor"
- *"My Life Closed Twice"
- *"The Soul Selects Her Own Society"
- *"Success is Counted Sweetest"

MATHEMATICS

GENERAL MATH

ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

FRACTIONS AND DECIMALS

PERCENTS, PERCENTAGE CONVERSIONS AND EQUIVALENCE

INTERPRETATION OF GRAPHS AND CHARTS

MEASUREMENT (Including Metric and English Units)

ALGEBRA

POLYNOMIALS

- *Addition, Subtraction, Multiplication and Division

FRACTIONAL APPLICATIONS

- *Ratio and Proportion
- *Fractional Equations
- *Percent Problems
- *Mixture and Work Problems

LINEAR EQUATIONS AND SYSTEMS

- *Using Two Variables
- *Combining Open Sentences
- *Inequalities in Two Variables

INEQUALITIES

- *Inequalities in One Variable
- *Combining Open Sentences
- *Inequalities in Two Variables

QUADRATIC FUNCTIONS

- *Quadratic Equations

GEOMETRY

PARALLEL LINES AND PLANES

CONGRUENT TRIANGLES

SIMILARITY

RIGHT TRIANGLES

AREA OF POLYGONS AND CIRCLES

MATHEMATICS (continued)

GEOMETRY (continued)

COORDINATE GEOMETRY

- *Slope of a Line
- *Slope and Linear Equations
- *Parallel and Perpendicular Lines

CALCULUS

DERIVATIVE

VELOCITY ACCELERATION

- *Rate

SCIENCE

CELL STRUCTURE (Plant and Animal)

Functions of Cells

- *Cellular Transport
- *Basic Cell Biochemistry
- *Cellular Respiration
- *Photosynthesis

TRANSFER OF INFORMATION BY CELLS

- *Structure and Function of DNA
- *Structure and Function of RNA
- *Transfer of Genetic Information
- *Mitosis
- *Meiosis

HUMAN GENETICS

- *Rules of Dominance, Segregation and Independent Assortment
- *Gene and Chromosome Changes

DIGESTION: ANATOMY AND PHYSIOLOGY

- *Functions of Essential Nutrients
- *Chemistry of Fats, Proteins and Carbohydrates

NERVOUS AND ENDOCRINE SYSTEMS (Structures and Functions)

THE BODY'S DEFENSE MECHANISMS AGAINST DISEASE

- *Development of Immunity to Disease
- *Immune Responses

DRUGS

- *Types
- *Effects
- *Abuse

ECOLOGY

- *Relationships Between Living and Non-Living Parts
- *Food Chains and Energy Flow
- *Weather and Biomes
- *Ecosystems
- *Relationships Within Communities, Succession and Relationships Between Populations
- *Pollution

SOCIAL SCIENCE

THE GREAT DEPRESSION AND THE NEW DEAL, 1929-1938

PROSPERITY IN THE 1920's

Causes of Prosperity

- *Government's Attitude Toward Business
- *New Industries (Autos, Radio, Motion Pictures, Chemicals, Electrical Appliances)
- *Wall Street's "Big Bull Market"
- *Real Estate Boom

Weak Features of the Economy

- *Rise in Technological Unemployment
- *Decrease in Purchasing Power of Farmers
- *Decline in Foreign Trade
- *Failure of Workers' Wages to Keep Pace With Prices
- *Excessive Credit and Installment Buying

THE "CRASH"

- *Stock Market Collapse of 1929
- *Bank Failures

THE GREAT DEPRESSION

- *Extent of Unemployment/Business Failures
- *The Dust Bowl
- *Psychological Impact of the Depression on the American People
- *Worldwide Nature of the Depression

ELECTION OF 1932

Candidates

- *Herbert Hoover; the Man, His Campaign and the Republican Party Platform
- *Franklin D. Roosevelt; the Man, His Campaign and the Democratic Party Platform
- *Norman Thomas; the Man, His Campaign and the Socialist Party Platform

Results of the 1932 Election

- *Roosevelt's Sweeping Victory
- *The "Lame Duck" Amendment
- *Impact of FDR's First Inaugural Address

THE NEW DEAL

The New Deal Begins; The First 100 Days

- *National Bank Holiday
- *Roosevelt and the Congress; His 15 Messages
- *The Special Session of the 73rd Congress; Its Legislative Record
- *The "Brain Trust"
- *"Fireside Chats" and Press Conferences

The Three Major Components of the New Deal

- *Relief Measures (CCC, PWA, WPA, NYA)
- *Recovery Measures (AAA, FHA, NRA, TVA)

(continued on next page)

SOCIAL SCIENCE (continued)

THE NEW DEAL (continued)

The Three Major Components of the New Deal (continued)

- *Reform Measures (Banking/Securities Reform, Social Security, the Wagner Act, Supreme Court Reorganization Plan)

ELECTION OF 1936

- *Issues
- *Candidates
- *Results

TWILIGHT OF THE NEW DEAL

- *Importance of the Congressional Elections of 1938
- *Growing Concern About Threats of War

THE DEPRESSION AND THE NEW DEAL IN HISTORICAL PERSPECTIVE

The Lingering Effects of the Great Depression

How Historians Evaluate the New Deal

- *Beneficial Results
- *Harmful Results

Changes In Attitudes Toward Government's Responsibilities

SUPER QUIZ

The topic for the 1983-84 Academic Decathlon Programs' Super Quiz is:
"The Olympics."

ANCIENT OLYMPIC GAMES - 776 B.C.

PHILOSOPHY

- *Olympism (i.e., Spirit of Competition, Sportsmanship, Creed, Oath, Symbols)
- *Amateur Versus Professionalism
- *Individualism Versus Nationalism
- *Egalitarianism

EVENTS FOR SUMMER COMPETITION

- *Ceremonial
- *Types of Summer Competition (Athletic and Cultural - Description and Selection, Team Versus Individual Sports)

PARTICIPANTS

- *Selection Process, Individual and National, Eligibility and Qualifications
- *Training
- *Athletic and Cultural Participants
- *Expenses (Subsidy for Individual Participation, Private Versus State)

ECONOMICS (Financing of Games)

- *Role of Governing Bodies
- *Government/Public/Private Financing
- *Site (Selection, Construction of Sites, Short and Long Term Benefits)
- *Sources of Revenue

FIRST MODERN OLYMPIAD - 1896

(See all issues identified above)

X OLYMPIAD - 1932

(See all issues identified above)

XXIII OLYMPIAD - 1984

(See all issues identified above)

MAJOR ISSUES OF 1984 OLYMPICS

- *As reported in national periodicals (May, 1983 - August, 1983 issues)

Limited to:

Time, Newsweek, U.S. News & World Report and Sports Illustrated

Supplementary Bibliographical Reference:

The Olympics: An Educational Opportunity - Instructional Materials for Senior High School. Available from: U.S. Olympic Committee; Olympic House; c/o C. Robert Paul; 1750 E. Boulder Street; Colorado Spring, CO 80909. COST: \$2.50 per copy.

COMMUNICATION SKILLS (SPEECH, INTERVIEW AND ESSAY)

SPEECH

The Students Will Be Scored on Their Ability to:

- *Organize Ideas in Logical Patterns That Are Appropriate for the Speaker's Purpose and Convincing to the Audience
- *Express Ideas Using an Effective Vocabulary and the Structures of the English Language Appropriate to Formal Usage
- *Present a Physical Image that Aids the Audience in the Acceptance of the Spoken Ideas
- *Use Voice (Pitch, Volume and Flexibility) to Establish and Maintain Maximum Attention for Their Ideas

At a scheduled time during the day each student will be directed from his/her home-room to a "speech room" where he/she will remain for a 7-minute period. A chairperson of the judges will give a brief explanation of procedures to be followed.

1. First, a presentation of a 4-minute Prepared Speech on a topic of the student's choice. However, the speech topic must be appropriate for a general audience.
 - a. Rules: -Note cards may be used
-Speech cannot be read
-Speech must be given while standing before judges
-Speech must be no less than 3½ minutes nor more than 4 minutes and 15 seconds
-No props can be used during speech
 - b. Point System: A maximum of 700 points can be earned.
2. Second, a presentation of a 2-minute Impromptu Speech on one of three topics which will be presented to each student following their Prepared Speech. Upon receipt of topics, one minute will be allowed for mental preparation prior to the presentation.
 - a. Rules: -Speech must be given while standing before judges
-Speech must not exceed 2 minutes and 15 seconds
 - b. Point System: A maximum of 300 points can be earned.

INTERVIEW

The Students Will Be Scored On Their Ability to:

- *Informally and Orally Present Ideas That are Appropriate to the Problems Being Considered
- *Listen to the Ideas of Others, Evaluate Them and Adjust Their Responses Accordingly
- *Establish and Maintain Rapport with Members of a Conversational Group Through Voice, Gesture and Attitudinal Posture
- *Use Voice, Vocabulary and Language Structures Appropriate to Informal Oral Communication

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COMMUNICATION SKILLS (continued)

INTERVIEW (continued)

At another scheduled time during the day each student will be directed from his/her homeroom to an "interview room" where he/she will remain for a 7-minute period. The chairperson of the interviewers will give a brief explanation of procedures to be followed.

1. A group of two or three adult interviewers will converse with the participants, asking them to describe the extra-curricular activities they have noted on the form provided prior to the event.
2. The participant's abilities to communicate orally in this type of informal situation will be judged by the interviewers.

Point System: A maximum of 1,000 points can be earned.

ESSAY

The Students Will Be Scored on Their Ability to:

- *Organize Ideas in Logical Patterns Appropriate to the Purpose of the Assignment
- *Present These Ideas Using Effective Vocabulary and Written Structures Appropriate to Formal Standards of Written Communication in English
- *Use Mechanical Skills of Standard English (Punctuation, Grammar and Spelling) That Facilitate Communication and are Acceptable in Formal Writing